6.R.1.1 Students can **expand** word meanings using word categories and word parts.

Learning targets to meet this standard:
- Word categories – antonyms, synonyms, homonyms, acronyms, abbreviations
- Word parts – prefixes, suffixes, root words, root origins

Verbs Defined:
- Expand – extend

Key Terms Defined:

Teacher Speak:
Students can expand (extend) word meanings using word categories and word parts.

Student Speak:
I can extend (expand) word meanings using word categories and word parts.

Examples:

Possible resources/references:
Words, Words, Words – by Janet Allen - Teacher Use

6.R.1.2 Students can **utilize** <u>context</u> to comprehend words with multiple meanings.

Learning targets to meet this standard:
- Use dictionary skills
- Use context clues

Verbs Defined:

Key Terms Defined:
- Context – words and/or passages

Teacher Speak:
Students can utilize context (words and/or passages) to comprehend words with multiple meanings.

Student Speak:
I can utilize words and/or passages (context) to comprehend words with multiple meanings.

Examples:
She always thinks she is <u>right</u>.
Turn <u>right</u> at the next corner.

Possible resources/references:
<u>I Read It But I Don't Get It</u> by Cris Tovani and Ellin Oliver King
<u>Do I Really Have to Teach Reading</u>? by Cris Tovani

6.R.2.1 Students can **utilize** <u>direct and implied meaning</u> to comprehend text.

Learning targets to meet this standard:
- Before, during and after reading, students can:
  - Connect to prior knowledge
  - Question
  - Visualize
  - Monitor for meaning
  - Infer
  - Synthesize
  - Determine importance

Verbs Defined:

Key Terms Defined:
- Direct meaning – denotation
- Implied meaning – connotation

Teacher Speak:
Students can utilize direct (denotation) and implied (connotation) meaning to comprehend text.

Student Speak:
I can utilize denotation (direct meaning) and connotation (implied meaning) to comprehend text.

Example:

Possible resources/references:
Conversations by Regie Routman

6.R.2.2 Students can **demonstrate** the elements of fluency to comprehend text.

Learning targets to meet this standard:
- Apply elements of fluency:
  - <u>Accuracy</u>
  - <u>Rate</u>
  - <u>Expression/voice</u>
  - <u>Phrasing</u>

Verbs Defined:
- Demonstrate – show what I know by reading orally

Key Terms Defined:
- Elements of fluency:
  - Accuracy – correctness
  - Rate – words per minute
  - Expression – voice inflection
  - Phrasing - smoothness

Teacher Speak:
Students can demonstrate (show what I know by reading orally) the elements of fluency (accuracy, rate, expression, phrasing) to comprehend text.

Student Speak:
I can show what I know by reading orally (demonstrate) with accuracy, rate, expression, phrasing (elements of fluency) to comprehend text.

Examples:
Possible activities: Reader's Theater, paired reading, choral reading

Possible resources/references:
Student use - <u>Joyful Noise</u> by Paul Fleischmann

6.R.3.1 Students can **describe** <u>text structures</u> to determine meaning in fiction, nonfiction, and poetry.

Learning targets to meet this standard:
- Review the following text structures:
  - Compare/contrast
  - Sequence
  - Description
  - Stanza
  - Verse

Verbs Defined:
- Describe – explain in writing and/or speaking

Key Terms Defined:
- Text structures – the organizational patterns used to structure text

Teacher Speak:

Students can describe (explain in writing and/or speaking) text structures (the organizational patterns used to structure text) to determine meaning in fiction, nonfiction, and poetry.

Student Speak:

I can explain in writing and/or speaking (describe) the organizational patterns used to structure text (text structures) to determine meaning in fiction, nonfiction, and poetry.

Examples:

Possible resources/references:

6.R.3.2 Students can **describe** <u>literary elements</u> to determine meaning in fiction, nonfiction, and poetry.

Learning targets to meet this standard:
- Review the following literary elements:
  - Characterization
  - Setting
  - Conflict resolution
  - Plot
  - Theme
  - Point of view

Verbs Defined:
- Describe – explain in writing and /or speaking

Key Terms Defined:
- Literary elements – elements that contribute meaning to text

Teacher Speak:
Students can describe (explain in writing and /or speaking) literary elements (elements that contribute meaning to text) to determine meaning in fiction, non-fiction, and poetry.

Student Speak:
I can explain in writing and /or speaking (describe) elements that contribute meaning to text (literary elements) to determine meaning in fiction, non-fiction, and poetry.

Examples:

Possible resources/references:

6.R.3.3 Students can **describe** <u>literary devices</u> to determine meaning in fiction, nonfiction, and poetry.

Learning targets to meet this standard:
- Review the following literary devices:
  - Figurative Language
    -simile
    -metaphor
    -alliteration
    -personification
    -onomatopoeia
    -idiom
  - Imagery
  - Foreshadowing
  - Flashback

Verbs Defined:
- Describe – explain in writing and/or speaking

Key Terms Defined:
- Literary devices – devices used to convey or enhance meaning

Teacher Speak:
Students can describe (explain in writing and/or speaking) literary devices (devices used to convey or enhance meaning) to determine meaning in fiction, nonfiction, and poetry.

Student Speak:
I can explain in writing and/or speaking (describe) devices used to convey or enhance meaning (literary devices) to determine meaning in fiction, nonfiction, and poetry.

Examples:

Possible resources/references:

6.R.4.1 Students can **compare** and **contrast** text from different <u>time periods, cultures, and historical events.</u>

Learning targets to meet this standard:
- Locate and gather information to compare and contrast cultures
- Locate and gather information to compare and contrast time periods
- Locate and gather information to compare and contrast historical events

Verbs Defined:
- Compare – show in writing and/or speaking how information is similar
- Contrast – show in writing and/or speaking how information is different

Key Terms Defined:
- Cultures – groups of people based on age, gender, religion, ethnicity, and ways of life
- Time periods – time surrounding major events that influence culture
- Historical events – relating to past events

Teacher Speak:
Students can compare and contrast (show in writing and/or speaking how information is similar and different) text from different time periods (time surrounding major events that influence culture), cultures (groups of people based on age, gender, religion, ethnicity, and ways of life), and historical events (relating to past events).

Student Speak:
I can show in writing and/or speaking how information is similar (compare) and different (contrast) in text from different times that surround major events that influence culture (time periods), groups of people based on age, gender, religion, ethnicity, and ways of life (cultures), and relating to past events (historical events).

Examples:
Cultures – Incas, Egyptians, Native Americans
Time periods – the 60's, the Great Depression, Cold War, Roman Empire
Historical events – D Day, 9/11 (September 11, 2001), first man on the moon

Possible resources/references:
Social Studies Curriculum

6.R.5.1 Students can **compare** and **contrast** information on one topic from multiple <u>informational texts</u>.

Learning targets to meet this standard:
- Locate, gather, and organize information from multiple print and electronic sources
- Identify similarities in information from multiple print and electronic sources
- Identify differences in information from multiple print and electronic sources
- Use expository, persuasive, and procedural text

Verbs Defined:
- Compare – show in writing and/or speaking how information is alike
- Contrast – show in writing and/or speaking how information is different

Key Terms Defined:
- Informational texts – nonfiction

Teacher Speak:
Students can compare and contrast (show in writing and/or speaking how information is alike and different) information on one topic from multiple informational (nonfiction) texts.

Student Speak:
I can show in writing and/or speaking how information is alike and different (compare and contrast) on one topic from multiple nonfiction (informational) texts.

Examples:
Venn diagram, graphic organizer

Possible resources/references:
Historical documents, essays, research reports, letters to the editor, editorials, bus schedules, instruction manuals, order forms, graphs, tables, and illustrations

6.R.5.2 Students can **evaluate** the <u>credibility</u> of <u>informational texts</u>.

Learning targets to meet this standard:
- Distinguish fact from opinion
- Determine author's purpose
- Determine credibility of various sources (National Inquirer vs. USA Today)
- Use expository, persuasive, and procedural text

Verbs Defined:
- Evaluate – determine the importance or quality of

Key Terms Defined:
- Informational texts – nonfiction
- Credibility - trustworthiness

Teacher Speak:
Students can evaluate (determine the importance or quality of) the credibility (trustworthiness) of informational (nonfiction) texts.

Student Speak:
I can determine the importance or quality of (evaluate) the trustworthiness (credibility) of nonfiction (informational) texts.

Examples:

Possible resources/references:

6.R.5.3 Students can **utilize** sources to locate information.

Learning targets to meet this standard:

Verbs Defined:

Key Terms Defined:

Teacher Speak:
Students can utilize sources to locate information.

Student Speak:
I can utilize sources to locate information.

Examples:
Primary source –the original person or text from which an idea, concept, or research came
- Letters, diaries, interviews, autobiographies

Secondary source – a reference that is quoting or interpreting information from the original creator
- Encyclopedias, biographies, text books, magazine articles, websites, CD-Roms

Possible resources/references: